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ABSTRACT

This handbook provides an introductory series of exercises for teaching students about those work attitudes which have been identified by employers as success-related. The purpose of the unit is to increase students' awareness to the point where they will have the choice of behaving in such a way as to help ensure their job success. The handbook is divided into seven lessons for identifying work attitudes and eight lessons for acquiring work attitudes. The 15 lessons, written so that each one builds on the previous one, include: (1) a purpose statement; (2) the materials needed for teaching the lesson; (3) the time required to complete the lesson; (4) activities which illustrate an attitude and/or provide students with the opportunity to demonstrate understanding of that attitude; and (5) the procedure for conducting each activity. References to additional information and optional activities are provided at the end of each lesson in the section on acquiring work attitudes. A student performance evaluation handout and a work attitude rating sheet are included. (JW)

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WORK ATTITUDES

HANDBOOK

A unit of study to teach students
positive work attitudes

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WORK ATTITUDES HANDBOOK

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INTRODUCTION

This series of exercises teaches students about work attitudes which have been identified by employers as success-related. Employers have indicated that, while academic skills are necessary for work, people most often fail at jobs because of their lack of proper work attitudes.

It is the purpose of this Handbook of Work Attitudes to:

1. Expose students to those personal qualities/attitudes,
2. Provide behavioral descriptions of those attitudes,
3. Provide group experiences after which students can evaluate themselves and others on those characteristics, and
4. Provide learning experiences after which students can demonstrate their understanding of the identified work attitudes.

The goal of this unit, then, is to increase students' awareness to the point where they will have the choice of behaving in such a way as to help insure their job success. The Handbook is divided into Identifying Work Attitude Lessons and Acquiring Work Attitude Lessons. The Lessons are introductory and are designed to help students get a sense and a knowledge of the attitudes usually needed to succeed at work. The lessons are written so that each one builds on the previous ones. The Acquiring Work Attitude Lessons focus on helping the student under stand how to acquire the specific attitudes needed to succeed on a job.

Work Attitudes and Their Behavioral Definitions

This Handbook concerns itself with teaching work attitudes. The following list names and defines those attitudes and qualities most frequently identified by employers as important for success in work. These attitudes form the basis for the learning exercises presented in this book. Following each general phrase is a list of behaviors which demonstrate the attitude.

1. RESPONSIBILITY, RELIABILITY, PUNCTUALITY
   - Is on time
   - Doesn't leave early
   - Notifies supervisor if going to be late or absent
   - Is seldom absent
   - Completes required work on time
   - Is prepared with all materials necessary
   - Carries through on promises
2. ORGANIZED
   - Keeps work area orderly and safe from hazard
   - Can immediately locate necessary materials
   - Is aware of <u>what</u> work is due <u>when</u>
   - Plans ahead

3. ATTENTIVENESS AND RESPECT FOR AUTHORITY
   - Follows direction as given
   - Accepts correction and criticism without blaming others or offering excuses
   - Learns from correction (improves work)
   - Communicates to supervisor, when appropriate, any personal or professional difficulties which may be causing problems at work
   - Listens carefully to all instructions
   - Maintains appropriate body language for good listening (leans slightly forward, looks at speaker)
   - Asks appropriate questions

4. WORKS TO CAPACITY
   - Uses a minimum amount of time to do a task well
   - Improves abilities to do tasks
   - Is persistent
   - Asks for additional assignments and tasks when time is available

5. QUALITY OF WORK
   - Works accurately regardless of importance (95% correct)
   - Makes few errors
   - Reviews work to check for it's accuracy
   - Writes neatly, legibly and with correct spelling

6. COOPERATIVE (Gets along well with others)
   - Shares materials, information and ideas when appropriate
   - Responds positively to legitimate requests of others at work
   - Is courteous
   - Can work well with others
     - asks if others need help
     - is helpful to others
     - does not criticize others unnecessarily
   - Asks for help when necessary

7. ADAPTABILITY
   - Adjusts to new or different time schedules, people, or responsibilities
   - Learns quickly
   - Is willing to try new procedures and ideas

8. HONESTY
   - Admits errors
   - Is truthful
   - Does not steal
   - Does own work
   - Works a <u>full</u> day
   - Comes and goes <u>on time</u>

9. PLEASANT AND CHEERFUL
   - Smiles frequently (and when appropriate)
   - Acknowledges others (verbally or non-verbally)
   - Offers to share and help
   - Uses a "warm" tone of voice

10. GOOD PERSONAL APPEARANCE
   - Is clean (clothes, body, hair, skin, teeth)
   - Wears pressed clothes
   - Wears clothes which are appropriate to type of work

Each of the attitudes previously listed can be demonstrated by a number of different behaviors which can be taught, modeled and evaluated. The Handbook of Work Attitudes provides a set of lesson plans for teaching these attitudes and behaviors.

FORMAT OF LESSON PLANS

All lesson plans include the following information:

- A purpose statement
- Materials needed for teaching the lesson
- Time of the lesson
- Activities which illustrate an attitude and/or provide students the opportunity to demonstrate understanding of that attitude
- The procedure for conducting each activity
- References for additional information and activities

IDENTIFYING WORK ATTITUDES

IDENTIFYING WORK ATTITUDES

General Purpose of the Lessons

The purpose of these introductory lessons, Identifying Work Attitudes, is to provide a unified series of exercises, each building on the previous one, in which students will:

-Generate ideas of appropriate work attitudes
-Share these with other students
-Define these attitudes behaviorally
-Rank them in importance
-Validate their ideas with employers or supervisors
-Share this information with the class
-Evaluate themselves and others on their "performance".

Introductory Lesson # 1

"So, I'm the Boss?"

Identifying Positive Work Attitudes

Purpose:

- To provide students a scenario in which they can imagine and identify 20 positive employee attitudes/characteristics.

Materials:

"So, I'm the Boss" Scenario.

Time:

20 minutes

Activities:

Student creation of a work attitudes list.

a. Teacher reads the "So, I'm the Boss" Scenario to the class after which the students each create a list of 20 positive attitudes/qualities of employees.

b. Each student hands list to teacher to check for completion, then receives it back to be kept until the end of the entire Work Attitude Activities.

c. Explain to students that they will discuss their lists in the next lesson.

"So, I'm the Boss" Scenario

Directions to students:

You are to listen to the following scenario and imagine yourself , as best you can, in the position described. You are to do what is asked for in the scenario.

"You have been given the responsibility at your work of hiring a new employee to assist you on your job. You have worked at your job part-time for one and one half years and would like to "work your way up". The boss has finally been convinced that one way to get better new employees, while keeping the current ones happy, is to give workers the responsibility of hiring their own employees (aides) when necessary.

This will be your first chance at hiring anyone because the boss, while willing to let you do this, will be watching you carefully. Your decisions may not only affect the continuance of this program, they may also affect your continued employment. You have screened fifty applicants and have reduced the number to ten people who have the some writing, speaking and mathematical abilities. Each also has the same amount of knowledge and experience about this type of work.

You need to make a decision in the next five days. You may call previous employers/teachers to find out information about applicant. You need to submit to your boss the reasons for hiring who you did; it is therefore very important that you come up with some kind of list, with at least twenty characteristics or qualities, by which you could possibly rate and choose among the applicants.

After completing your list, you will have the opportunity to discuss it with several other employees who are in your same situation. At that time, you may choose to modify your list. You have *fifteen minutes to complete your list."

* (varies depending upon teacher preference)

Introductory Lesson # 2

Frantic Employee Meeti: ....."What Are We Going To Do?"

Further Identifying Desirable Employees

Purpose:

- To create a group list of 20 desirable employee attitudes.
- To provide students the opportunity to share with others in a small group their ideas about desirable employee characteristics and attitudes.
- To provide students the experience of having to work together cooperatively in a small group.

Materials:

Individual student lists of desirable employee attitudes/characteristics developed in Lesson #1.

Time:

30 - 40 minutes

Activities:

Compilation of a group employee attitudes list

a. Teacher divides class into groups of 4 or 5 students each, intentionally "mixing" the students.

b. Each group is given the same task of combining the individual lists into one group list of 20 attitudes/qualities.

Teacher directions to students:

"You have gotten together with _____ other employees to discuss the characteristics/qualities/attitudes list you have developed to help you select a new employee. You decide, as a group, to agree on a common list of 20 characteristics because you think a consistent approach to hiring is important. You also know there is safety in agreement - that is, the boss is less likely to single you out to be blamed when everyone agrees with you about the characteristics.

Your group now has 25 minutes to agree on and write down a list of 20 desirable characteristics and qualities of new employees. Remember, all of you must agree on each one. If only one person disagrees, the characteristic cannot be included."

c. Group list should be submitted to teacher for check of completion and returned to group for keeping until the end of the entire Work Attitude Activities.

Introductory Lesson # 3

Frantic Employee Meeting #2...."But What Do These Mean?"

Purpose:

- To have students define in behavioral terms the 20 characteristics they have listed as a group. They will do this by developing three descriptors for each characteristic, i.e.: Responsible means "is on time to work", "completes work on time", and "is seldom absent".
- To provide continuing experience in working in small cooperative groups.

Materials:

Group lists of Desirable Employee Characteristics developed in Lesson # 2.

Time:

20 - 30 minutes

Activities:

Defining behaviorally the identified desirable employee characteristics

a. Students meet in same group as in Lesson #2.

b. Teacher's directions to students:

* "Now that your group has a list of 20 characteristics or qualities that are desirable in employees, you ask the boss' assistant what he/she thinks about your list. His/Her response is 'But most of these are so vague, what do they mean? How do I know that you and I have the same idea about what this means?'

So, you are back in your groups with the task of writing at least three behaviors (worker actions) which illustrate what you mean by each of the 20 characteristics. You can either do this as an entire group or assign each person in the group to define 3 or 4 characteristics. If you choose to have each person do some, you all must be willing to accept whatever the others come up with."

c. Teacher should discuss briefly with the class what they learned in their groups.

d. Submit the Group List of Characteristics and Behaviors to teacher for check of completion. It is returned to the group for keeping until the end of the entire Work Attitude Activities.

*Note: After reviewing the group list developed in Lesson #2, if the teacher has noticed that students have already identified specific behaviors instead of personality characteristics and attitudes, the groups may be assigned the task of categorizing the specific behaviors into groups of characteristics or personality traits. The assignment may differ from group to group within the same class.

Introductory Lesson # 4

Frantic Employee Meeting # 3...."Order, We Need Order!"

Ranking the Desirable Employee Attitudes

Purpose:

- To rank order the lists of 20 desirable job characteristics.
- To provide continuing experience in working in small cooperative groups.

Materials:

Lists of Desirable Employee Characteristics and their descriptions

Time:

15 minutes

Activities:

Ranking the Desirable Employee Attitudes

a. Students meet in same group as for Lesson 3

b. Teacher's directions to students:

"Now that your group has reached agreement on the desirable characteristics and attitudes (and their specific meanings) for employees, you realize after comparing your first 2 job applicants that each has 7 of those qualities. However, the 7 that each has are different from each other. You realize that before you can decide among your applicants, you will

have to rank the characteristics in terms of their importance to success on the job. Then you will be able to decide which applicant "scores" higher on your scale and should be hired.

Your group's task, then, is to rank your list of 20 in order from most to least important. You will have 10 minutes to complete this task."

c. Teacher should discuss briefly with the class what they learned in their groups.

d. Ordered list is submitted to teacher for check of completion and returned to group for keeping until the end of the entire Work Attitude Activities.

Introductory Lesson # 5

"How Do We Know We're Right?"

Validation of Work Attitudes - Employer Interview

Purpose:

- To provide students the opportunity to validate their conclusions with "the real world"
- To have students talk with employers or supervisors about work attitudes.

Materials:

Ordered lists of Desirable Employee Characteristics/ Attitudes
Sheet of butcher paper 3 feet long for each group
One magic marker for each group

Time:

40 minutes in class

Activities:

1. Employee or Supervisor Interview
   a. Assign students the task of talking with an employee or supervisor about desirable employee work attitudes. Explain to the students that they may talk to their parents, relatives, friend's parents or their own supervisor if they are working.

(1) Have the students explain to the employer what their purpose is for talking with him/her (to compare a student list of desirable employee characteristics with that of a "real" employer or supervisor).

(2) Students can get the comparison either by asking the employer to comment on their list or...

(3) Asking the employer to "Describe what makes your best employee so good?"

b. Student should write down employer responses and come to class prepared to discuss their results with their group.

2. Small Group Meeting

a. In each group, briefly discuss each member's finding.

b. If necessary, modify their group's "list of 20", based on their interviews.

c. Prepare a 5 minute presentation to the class summarizing your group's employer interviews and finding.

(1) Write your group's "Ordered List of 20 Desirable Employee Characteristics" on the sheet of butcher paper.

(2) Display list on the wall when your group gives its report to class.

(3) Include in report:

(a) Kinds of employers interviewed

(b) What kind of work they did

(c) How did you get the information from the employer

(d) Similarities and differences between group's and employer's lists.

d. Have students submit notes on employer interview to teacher to check for completion. Return to students for keeping until the end of the entire Work Attitude Activities.

Introductory Lesson # 6

"The Company Meeting....Similaries and Differences"

Comparison of Desired Employee Attitudes

Purpose:

- To provide closure of the work on developing a list of desirable employee attitudes.

Materials:

Time:
15 minutes

Butcher paper lists of Desirable Employee Attitudes from each of the groups
One extra blank sheet of butcher paper and a magic marker
Employee Attitudes List handout

Activities:

1. Comparison of Lists and creation of an "Official Class List of Desirable Employee Attitudes".
   a. Display each group's "List of Desirable Employer Attitudes".
   b. Create a list of the top 10 characteristics by discussing with class:
      - Which attitudes are similiar?
      - Which are on all lists?
      - How should the similar attitudes be ranked?

c. Determine a "Top 10" and write it on the butcher paper.

2. Comparison of the new class list to the employer developed list.
   a. Give students Employer Attitudes List handout.
   b. Discuss the similarities and differences, including why any differences might have occurred.

Employee Attitudes List [1]

Affective Work Competencies Listed by Industry and Educators*

1. Punctuality
2. Cooperativeness
3. Capability
4. Follows directions
5. Responsibility
6. Emotional stability
7. Initiative
8. Honesty
9. Dependability
10. Helpfulness
11. Loyalty
12. Adaptability
13. Efficiency
14. Ambition
15. Quality of work
16. Dedication
17. Reliability
18. Accuracy
19. Perserverance
20. Judgment
21. Concentration
22. Carefulness
23. Cheerfulness
24. Enthusiasm
25. Independence
26. Quantity of work
27. Intelligence
28. Personal appearance
29. Alertness
30. Devotion
31. Recognition
32. Leadership potential
33. Courtesy
34. Pleasantness
35. Responsiveness
36. Personality
37. Endurance
38. Tolerance
39. Shyness
40. Tender-mindedness
41. Overall job performance
42. Health
43. Creativity
44. Consideration
45. Speed
46. Influence
47. Orderliness
48. Patience
49. Poise
50. Interest
51. Curiosity
52. Forcefulness
53. Activeness
54. Awareness
55. Resourcefulness
56. Appreciativeness
57. Perceptivity
58. Achievement
59. Compensation
60. Variety
61. Security
62. Working conditions
63. Friendliness

* 1 through 31 were listed by both industry and educators (common), while 32 through 41 were listed only by industry and 42 through 63 were listed only by educators.

[1]Taken from Affective Work Competencies for Vocational Education, H. C. Kazanas, Eric Clearinghouse on Adult, Career and Vocational Education, Columbus, Ohio, 1978.

Introductory Lesson # 7

"How Did We Do?"

Evaluation of Performance

Purpose:

- To provide students the opportunity to rate themselves on many of the characteristics determined as desirable employee attitudes.
- To provide students the opportunity to give and receive feedback about their own performance and the performance of others.

Materials:

Student Performance Evaluation handout

Time:

25 minutes

Activities:

1. Student completion of evaluation form.
   a. Students rejoin their small groups.
   b. See Student Performance Evaluation handout for directions.
      (Teacher reads the directions while students follow on their forms.)

2. Student summary of performance

   a. Discuss with the class their findings. Do they see themselves as others see them?

   b. Based on the information gathered from the evaluations, students should write a brief summary of their performance as a group member, particularly noting their strengths, weaknesses, and plans for improving in the future.

   c. Student submits summary to teacher for check of completion and evaluation. Return summary to student to keep until the entire Work Attitude Activities are completed.

STUDENT PERFORMANCE EVALUATION

Characteristic	SELF							
1. Attended regularly								
2. Was on time								
3. Completed work on time								
4. Was prepared with necessary materials								
5. Followed directions								
6. Accepted criticism without blaming others								
7. Listened carefully to others								
8. Used time well (didn't waste time)								
9. Completed work								
10. Written work was neat and legible								
11. Shared ideas and information								
12. Responded positively to other's requests								
13. Was courteous								
14. Adjusted well to new responsibilities								
15. Was willing to accept different ideas								
16. Exercised self-control								
17. Was enthusiastic								
18. Admitted errors								
19. Was truthful								
20. Offered to help								

Directions:

1. Fill in the initials of your group members at the top of each column.
2. On each of the characteristics listed, rate yourself and each member during this unit.

   1 = NEVER

   2 = SOMETIMES

   3 = USUALLY

   4 = ALMOST ALWAYS

3. When you are done, tear or cut the columns lenthwise.
4. Give them to the person they describe.

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ACQUIRING WORK ATTITUDES

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**********ACQUIRING WORK ATTITUDES**********

ACQUIRING WORK ATTITUDES

General Purpose of the Lessons

While the Identifying Work Attitude lessons focus on student discovery of good work attitudes, the purpose of these lessons, Acquiring Work Attitudes, is to acquire the specific characteristics of each attitude. During these lessons students will:

-Identify work attitudes

-Give examples of behaviors which demonstrate those attitudes

-State the reason for the importance for having those attitudes as an employee

-Behaviorally demonstrate the work attitude of each lesson.

At the end of each lesson are additional resources and activities that teachers may use if they would like to develop more classroom activities.

Individual Work Attitude Lesson # 1

Responsibility, Reliability, Punctuality

Purpose:

- To provide activities which reinforce Responsibility, Reliability and Punctuality as important and measurable behaviors.
- To remind students that responsibility, reliability and punctuality include the following behaviors:

  Being on time
  Staying till end of day
  Notifying supervisor if going to be late or absent
  Missing few days of work
  Completing required work on time
  Being prepared with all necessary materials
  Doing what one says one will do.

Materials:

Responsibility Chart for each student

Time:

Five minutes for lecturette
The lesson can vary depending upon teacher's decision to do Responsibility Chart at home or during class time (5 min/day).

Activities:

1. Have students complete a Responsibility Chart for 1 week. At the end of that time, have student turn in their charts along with an explanation of how responsible they see themselves as being based on the chart.

   It is important to share with students that they should be honest with themselves on this exercise so they can get an accurate picture of how they really do behave.

2. Tell the students that they are to show responsibility by keeping all their work on Work Attitudes until the entire unit is completed. This is important for completion of Attitude Lesson # 7, but don't tell students this.

3. Discussion
   a. Define (behaviorally) Responsibility, Reliability and Punctuality.
   b. Discuss why Responsibility, Reliability and Punctuality are important for job success.

Additional Information/Activities:

1. Life Skills Attitudes on the Job, pp 16-23
2. Personality Development for Work, Chapter 7, pp 109
3. Toward Better Work Attitudes, pp 7-16

RESPONSIBILITY CHART

Fill in names of classes meetings, work and home responsibilities.

Directions: Put a check in each box if you did what it says. For example, if you were in your class, on time on Monday, were prepared with all necessary materials, and had any homework that was due, you would fill in the chart as shown below.

	Was in attendance M T W T F	Was on time & stayed entire time M T W T F	Was prepared w/necessary materials M T W T F	Work was completed when due M T W T F
Classes:	✓	✓	✓	✓
1.				
2.				
3.				
4.				
5.				
6.				
Meetings/Practices				
1.				
2.				
Work				
1.				
Home Responsibilities				
1.				
2.				

Individual Work Attitude Lesson # 2

Being Organized

Purpose:

- To provide students experiences in planning and time management to increase their awareness of the importance of being organized.
- To remind students that being organized includes the following behaviors:
  - Being aware of what work is due when
  - Planning ahead
  - Keeping work area orderly and safe from hazard
  - Locating necessary materials immediately.

Materials:

Weekly Assignment Chart for each student
Weekly Schedule

Time:

Minimum 20 minutes
Varies depending on whether exercises are done in class or at home.

Activities:

1. Students should complete a calendar for the week. Include all school work that has been assigned or probably will be assigned.
2. Students should complete a time management schedule which includes all the assigned work, provides study time, and includes time for regular meetings, work or practice.

   Either distribute example to all students, display example on an overhead projector, or construct a schedule on the board using a volunteer student's week.
3. Review Assignments:
   a. Ask: Average number of study hours, free time, work (not school).
   b. Would your schedules allow you to get everything done?
   c. How could you change your time, schedule, or activities to make everything fit better?
4. Discussion (10 minutes)
   a. Behaviorally define "being organized".
   b. Discuss why being organized is important for job success.

Additional Information/Optional Activities:

Toward Better Work Attitudes, pp 19-21

WEEKLY ASSIGNMENT CHART

Directions: Students should write the assignments/activities for each class during the week in order to be able to plan their time for studying for the week.

CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Example: ENGLISH	Rewrite of theme due Read pp. 100-175 in The Scarlet Letter	Spelling Quiz Class Discussion on pp 100-125 The Scarlet Letter	Adverbs Assignment due. Talk about adverbs	Study Questions due pp. 125-175 Class Discussion	Test on pp. 100-175 The Scarlet Letter

WEEKLY SCHEDULE (example)

Directions:

Write in the activities which you will be doing; at what time, on what days in order to have time for everything listed on your Weekly Assignment Charts.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:30 am	---------- Get Ready For School ----------						
7:30							
8:30						Get ready for work	
9:30							Free time
10:30							
11:30							
12:30 pm							
1:30		Study 1 hr.	Study 1 hr.				
2:30						Work	Study/do homework
3:30	Practice	Practice	Practice	Practice	Practice		
4:30							Free time
5:30							
6:30	Eat	Eat	Eat	Eat	Eat	Be home, eat/relax	Study/home work/read
7:30	Study ----------				Be with family watch T.V.		
8:30	Break ----------					Free time	
9:30	Study ----------				Go to movie with friends.		Free time
10:30	Read ½ hour before sleep						

Individual Work Attitudes Lesson # 3

Attentiveness and Respect for Authority

Purpose:

- To provide students exercises in following directions, accepting criticism and observing non-verbal behavior.
- To remind students that attentiveness and respect for authority include the following behaviors:

  Following directions as given

  Accepting correction and criticism without blaming others or having excuses

  Learning from correction

  Communicating when appropriate to supervisor any personal or professional difficulties which may be causing problems at work

  Listening carefully to all instructions

  Maintaining appropriate body language for good listening (leans slightly forward, looks at speaker)

  Asking appropriate questions.

Materials:

Following Instructions Exercise
Non-verbal Communication handout

Time:

40 minutes

Activities:

1. Following Instructions Exercise (5 minutes)
   a. Distribute the exercise to each student and tell them to complete the exercise. Note the number of students who fail to read the directions. Discuss what implications this might have for a worker at a job.
2. Discussion (10 minutes)
   a. Behaviorally define "respect for authority" and "attentiveness".
   b. Discuss why respect for authority and attentiveness are important for job success.
   c. Briefly point out the behaviors on the Non-Verbal Communication page. Again, relate these behaviors to good listening or attentiveness.

Activities (continued):

3. "Role Plays" (25 minutes)
   a. Ask for 3 volunteers or select people who would be willing to have their work criticized by the teacher in front of the class.
      (1) One at a time call them in front of the class and for 5 minutes review their work aloud (both positive and negative aspects).
      (2) Have the class observe the positive and negative behaviors of each student as he/she is being reviewed.
      (3) After all 3 have been reviewed, discuss with the class what they observed.

Other Activities:

Life Skills Attitudes on the Job, pp 36-48, pp 62-71
Toward Better Work Attitudes, pp 17, 18, 22, and 28

FOLLOWING INSTRUCTIONS

How well do you follow instruction? You should be able to complete all the things required in five minutes by following the directions below. Turn your paper over to indicate when you have completed all the work.

Do not begin until you are told to, then follow directions exactly as given:
You will need one sheet of paper.

---

1. Read all directions before doing anything.
2. On a sheet of paper, write your name in the upper right corner.
3. Number from 1 to 7.
4. Draw five small squares beside the number 1 on your paper.
5. Put an "X" in each square beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of chairs in the room and write the answer beside number 3 on your paper.
8. Multiply the answer above by your age.
9. Say your name out loud.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state where you were born.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully".
14. Now that you have completed reading, omit all directions except the first two. Sit still and don't laugh.

NON-VERBAL COMMUNICATION

1. A T T E N T I V E P O S T U R E LETS THE OTHER PERSON KNOW YOU ARE LISTENING, NOT JUST WAITING TO SPEAK YOUR TURN.

   BE RELAXED BUT DON'T FALL ASLEEP!
   LEAN SLIGHTLY TOWARD THE SPEAKER, BUT NOT TOO CLOSE.

2. E Y E C O N T A C T MEANS THAT YOU AND THE SPEAKER EXCHANGE GLANCES.

   LOOK AT THE SPEAKER'S FACIAL EXPRESSION TO LEARN MORE ABOUT WHAT THE PERSON IS SAYING
   DON'T STARE. THAT MAKES THE SPEAKER UNCOMFORTABLE.
   LET YOUR EYES MEET. THE SPEAKER WILL KNOW YOU ARE LISTENING.

3. F O L L O W I N G MEANS REACTING TO WHAT THE OTHER PERSON IS SAYING.

   ASK QUESTIONS BUT DON'T INTERRUPT.
   YOU MAY WISH TO NOD YOUR HEAD IN AGREEMENT BUT DON'T NOD CONTINUOUSLY.
   PARAPHRASE OR SUMMARIZE WHAT THE SPEAKER SAID TO SHOW YOU UNDERSTAND.

Individual Work Attitude Lesson # 4

Working to Capacity and Quality of Work

Purpose:

- To have students practice and demonstrate working to capacity.
- To provide students the opportunity to evaluate the quality of their own work and work habits.
- To remind students that working to capacity and quality of work include the following behaviors:

  Using a minimum amount of time to do a job or task well
  Improving ability to do tasks
  Being persistent
  Asking for additional assignments or tasks when time is available
  Doing work accurately regardless of importance
  Making few and minor errors
  Reviewing work to check for its accuracy
  Completing neat written work which is legible and spelled correctly.

Materials:

Student Self-Evaluation Form

Time:

25 minutes (if done in class)

Varies depending on teacher's choice of completing evaluations in class or at home.

Activities:

1. Student should complete the Self-Evaluation Form (in-class) (15 minutes).
2. Teacher Evaluation of Assignment
   a. Teacher should evaluate the following aspects of the assignment:
      (1) Is it complete?
      (2) Is it done correctly?
      (3) Are errors few and only minor?
      (4) Is it legible?
      (5) Are there any misspellings?
   b. Teacher should evaluate the following aspects of students behavior regarding this assignment:
      (1) Did students use their time in class efficiently?
      (2) Did students ask appropriate questions regarding the assignment?
      (3) Did students ask for additional work when assignment was completed?
   c. Include these comments on your written evaluation of the quality of student assignments.

Activities (continued):

3. Have students redo the self-evaluation, correcting all errors and adding only new information which they think will improve their assignment. Students should turn in both copies of the assignment for teacher review.
4. Teacher evaluation of second self-evaluation and comparison of the two.
   a. Note corrections, neatness, spelling, legibility, completeness and improvement.
   b. Return second self-evaluation with your comments to students.
5. Discussion
   a. Behaviorally define "working to capacity" and "quality of work".
   b. Discuss why these qualities are important for job success.

Additional Information/Optional Activities:

1. Life Skills Attitudes on the Job, pp 27-35
2. Toward Better Work Attitudes, pp 29, 30, and 32

STUDENT SELF-EVALUATION

This exercise is a self-examination of your school habits. Complete the form below, answer the questions and discover what you can do to increase your capacity and quality of work. Fill in classes for previous quarter.

Directions: Put a check mark in appropriate boxes for each class.

Class	TOOK NOTES WHEN APPROPRIATE	COMPLETED 90% OF ASSIGNMENTS	DID MY BEST ON 90% OF ASSINGMENTS	CORRECTED MISTAKES ON ASSIGNMENTS AND TESTS AFTER BEING GRADED	STUDIED ADEQUATELY FOR TESTS	PASSED A TEST WITH A "C" OR BETTER	COURSE GRADE	COULD HAVE DONE BETTER IN THIS CLASS
1.								
2.								
3.								
4.								
5.								
6.								

If you checked the last column for any class, specifically list below what you could do to improve in class.

1.

2.

How could you have improved the quality of what you did on <u>this</u> assignment?

1.

2.

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Individual Work Attitude Lesson # 5

Cooperativeness, Pleasantness and Cheerfulness

Purpose:

- To provide students the experience of group problem-solving.
- To have students experience the necessity of cooperation for success at a task.
- To provide the opportunity for students to talk about their feelings about cooperation in groups.
- To provide the opportunity for students to compare their group performance with previous group work.
- To remind students that cooperativeness, pleasantness and cheerfulness include the following behaviors:

  Sharing materials, information and ideas when appropriate
  Responding positively to legitimate requests of others at work
  Being courteous
  Being able to work well with others
  -asking if others need help
  -being helpful to others
  -not criticizing others unnecessarily
  Asking for help when necessary
  Smiling frequently

Purpose (continued):

Acknowledging others verbally or non-verbally
Offering to share and help
Using a "warm" tone of voice

Materials:

Broken Squares Exercise
6 sets of instructions
6 sets of squares in envelopes

Time:

The Broken Squares Exercise takes time to prepare before use in class. You must first allow at least 30 minutes for copying, cutting, and dividing the sets of squares and instructions. The Broken Squares Exercise itself, including the necessary discussion afterward, takes at least 30 minutes.

Activities:

Refer to following pages for the Broken Squares Exercise

Additional Information/Optional Activities:

1. Life Skills Attitudes on the Job, pp 49 - 61
2. Toward Better Work Attitudes, pp 23 and 31

Broken Squares Exercise

1. Tell students that in order for them to survive and succeed on their jobs, they must learn how to be part of an organization - a member of a team. Workers do not usually work as individuals but as part of a group helping the organization achieve a goal or produce a product.

   The importance of cooperating can be demonstrated through the "Broken Squares" activity.

   To make Broken Squares envelopes refer to Directions for Making a Set of Broken Squares, (p.). <u>One set should be provided for each group of five persons</u>.

2. Form groups of five and give each a Broken Squares envelope. (Extra students may be assigned to the groups if the numbers are uneven.)

3. Each group has a copy of the Broken Squares Instructions in their envelope. Have the group read the instructions silently while you read them aloud. Explain the instructions in your own words to make sure that everyone understands them. Answer any questions that group members have about the activity.

4. Ask each group to divide the pieces in the envelope evenly (or as evenly as possible) among the group.

5. Instruct the group to begin. Monitor the groups during the exercise to ensure that the rules are being observed.

6. Look for the following as you are observing the groups:
   -How nervous or frustrated do group members seem to be?
   -Is there any turning point at which the group begins to cooperate?
   -Does anyone try to violate the rules to help fellow members solve the problem?
   -Does the group depend on one or two people instead of working as a team?

7. When all groups have completed their squares, discuss the exercise. Questions to ask should include:
   - What happened?
   - What problems did you have?

   Responses from the group may include: difficulty of not being able to talk, group members who held onto their pieces and did not give them away, group members who did not understand the instructions but also did not ask for further explanation, the frustration of seeing the piece needed but not able to ask for it, etc.

   Share your observations with the group.

8. Ask Students:
   - What did you learn from the exercise?

     The following points should emerge from the group discussion:

     a. People must be willing to give and receive help in order to achieve group goals as well as completing their own task. When people refuse to help it is more difficult to achieve goals.

     b. People may not be able to complete their individual tasks without help from others.

     c. It is difficult to work cooperatively without communicating.
   - How did your experience in this group compare with that of your "Employee Group" from last week.

Summarize the training session with clients by discussing the following questions:

- Why is it important to cooperate and get along with others at work?
- How do our behaviors at work affect our ability to succeed on the job?

DIRECTIONS FOR MAKING A BROKEN SQUARES ENVELOPE

An envelope contains pieces of paper cut into different patterns which, when properly arranged, will form five squares of equal size. One envelope should be provided for each group of five persons.

To prepare an envelope, cut out five paper squares, each exactly 6" x 6". Different colors of paper may be used.

Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". Cut each square along the lines into smaller pieces to make the parts of the puzzle.

Draw a six inch square on the envelope to show the size square that will be formed. Erase the penciled letter from each piece. Place the pieces into an envelope with a copy of the instructions on the next page.

BROKEN SQUARES INSTRUCTION

Each group has an envelope which contains pieces for forming squares. The task of your group is to form five squares of equal size. A square is drawn on each envelope to show you the correct size for the completed squares. The task will be completed when each individual has before him or her a perfect square of the same size as those in front of the other group members.

The following rules must be obeyed during this exercise:

1. The game must be played in complete silence. No talking.

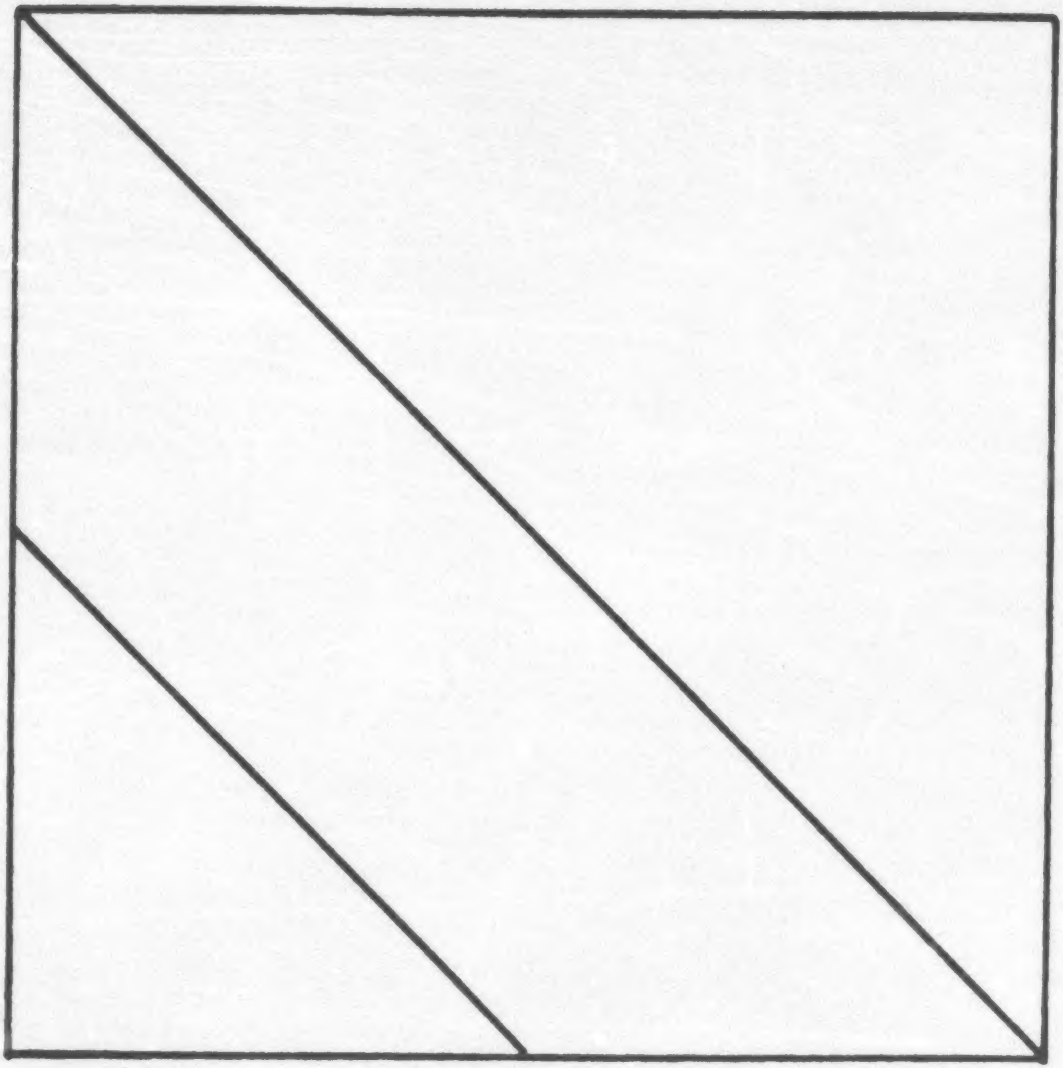
2. You may not point or signal other players with your hands in any way.

3. You may not take a piece from another player.

4. You may not place a piece in another player's square.

5. You may not place your piece into the center for others to take

6. You may give a piece to another player.



BROKEN SQUARES # 1

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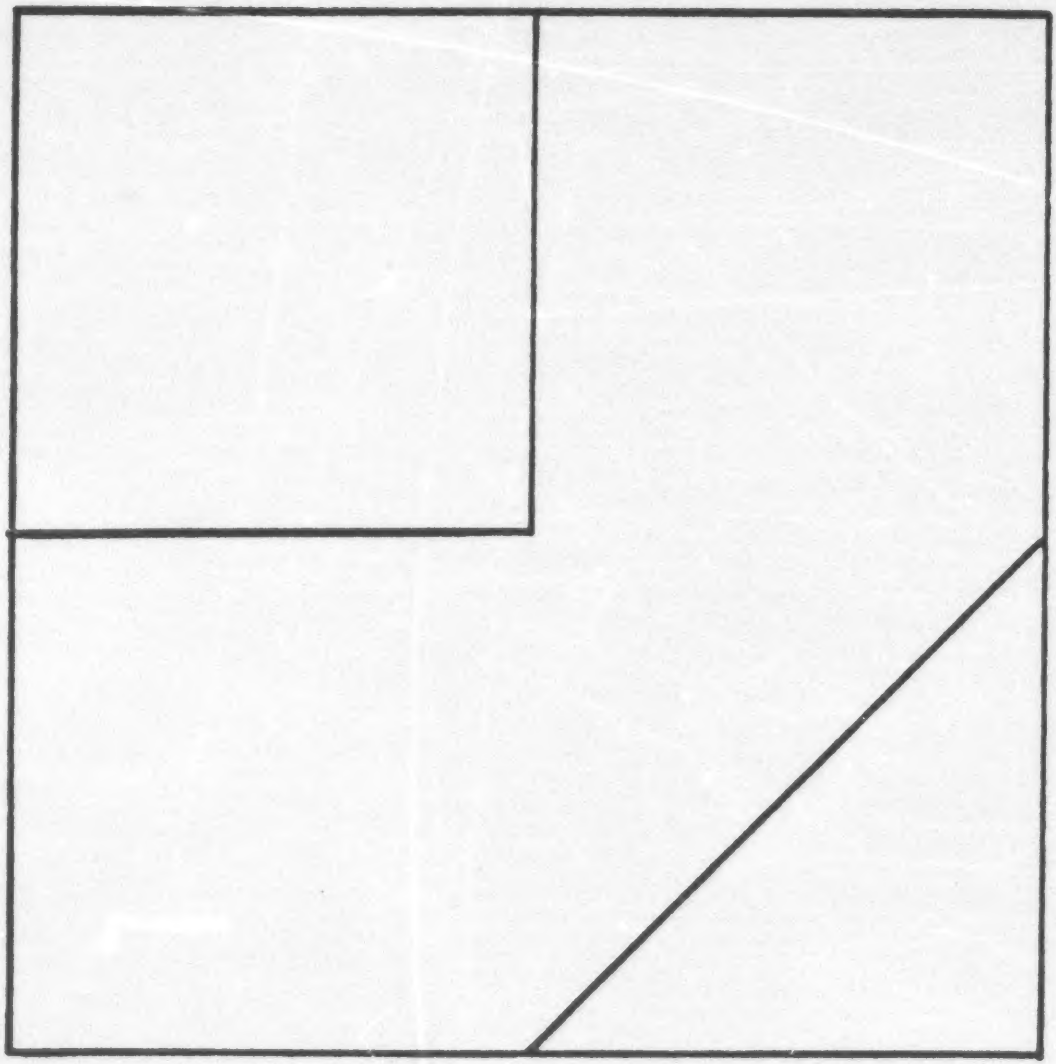
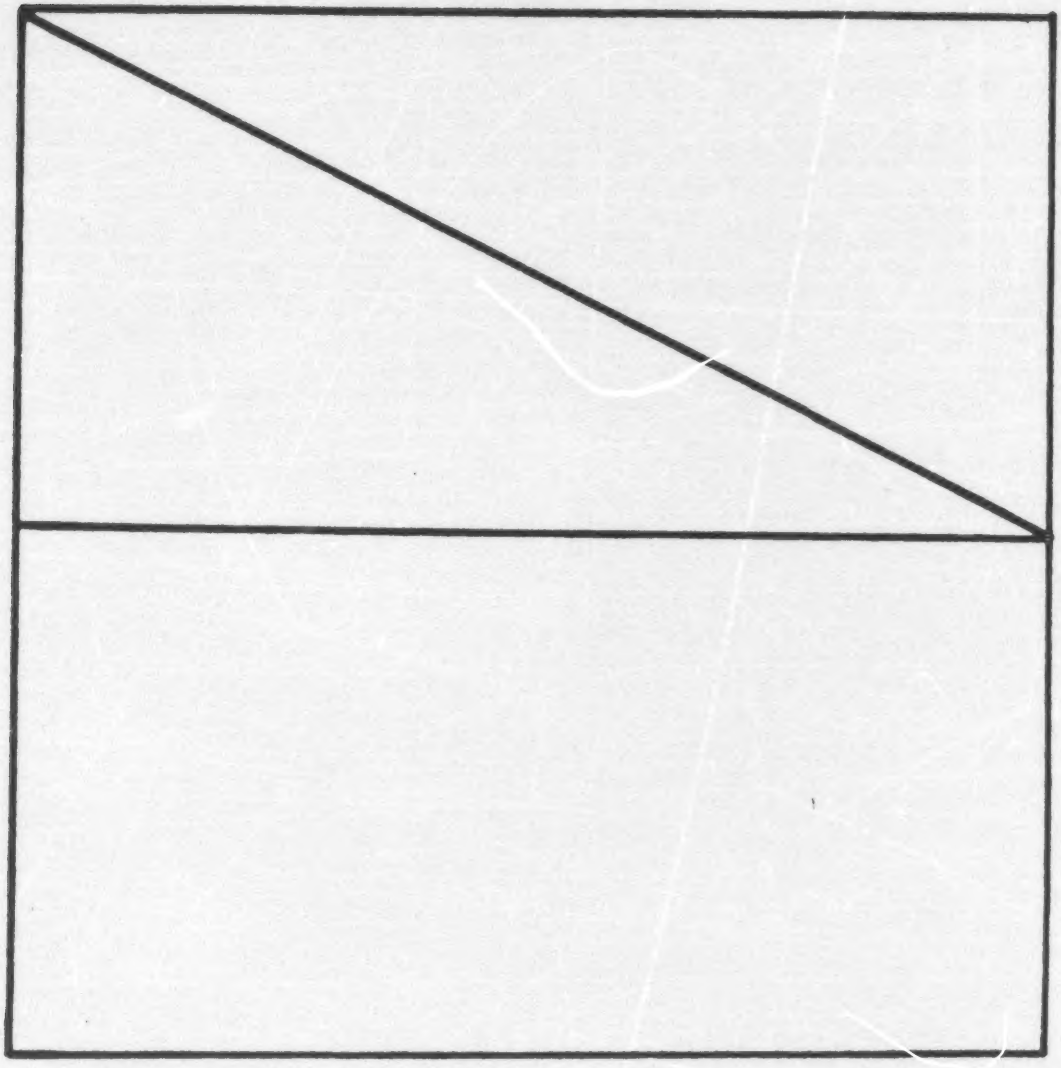
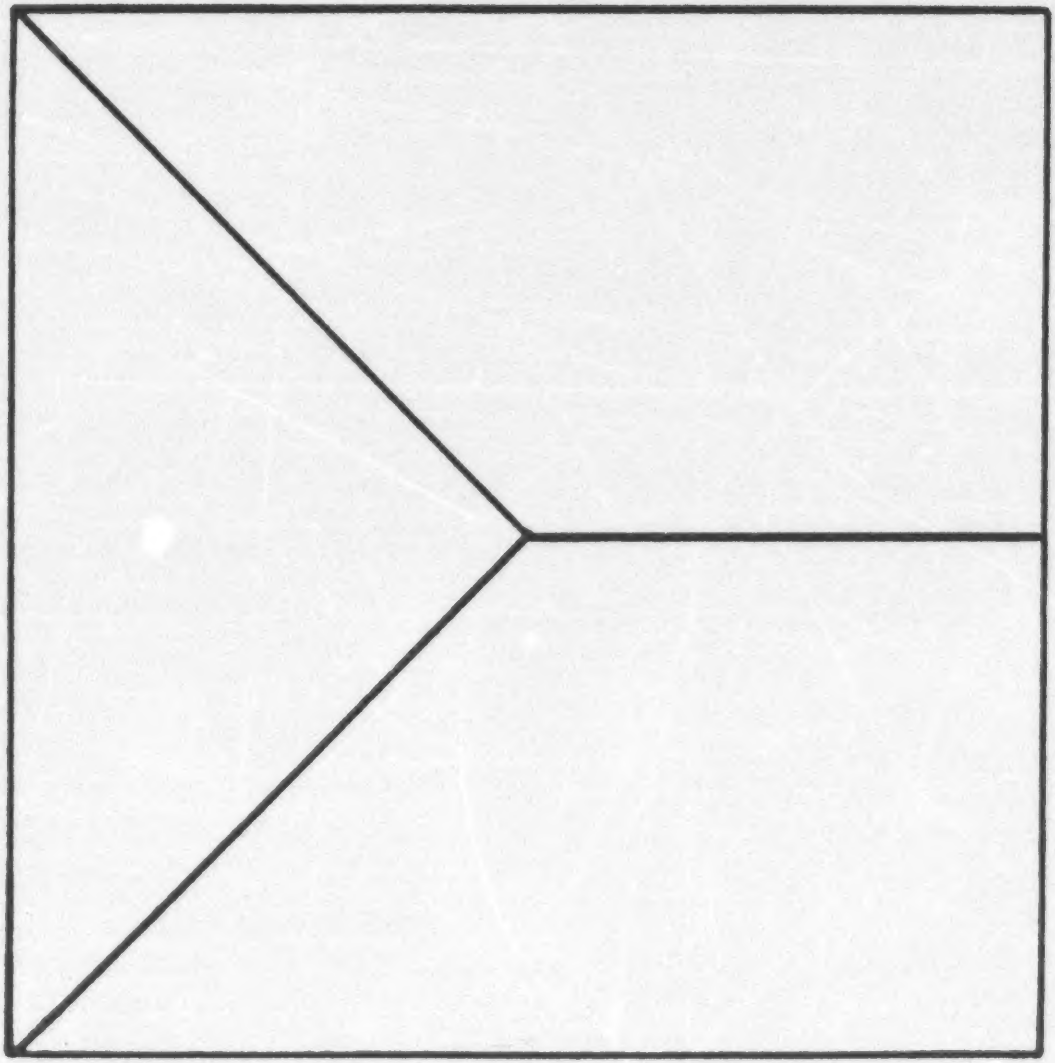


BROKEN SQUARES # 2



BROKEN SQUARES # 3



BROKEN SQUARES # 4

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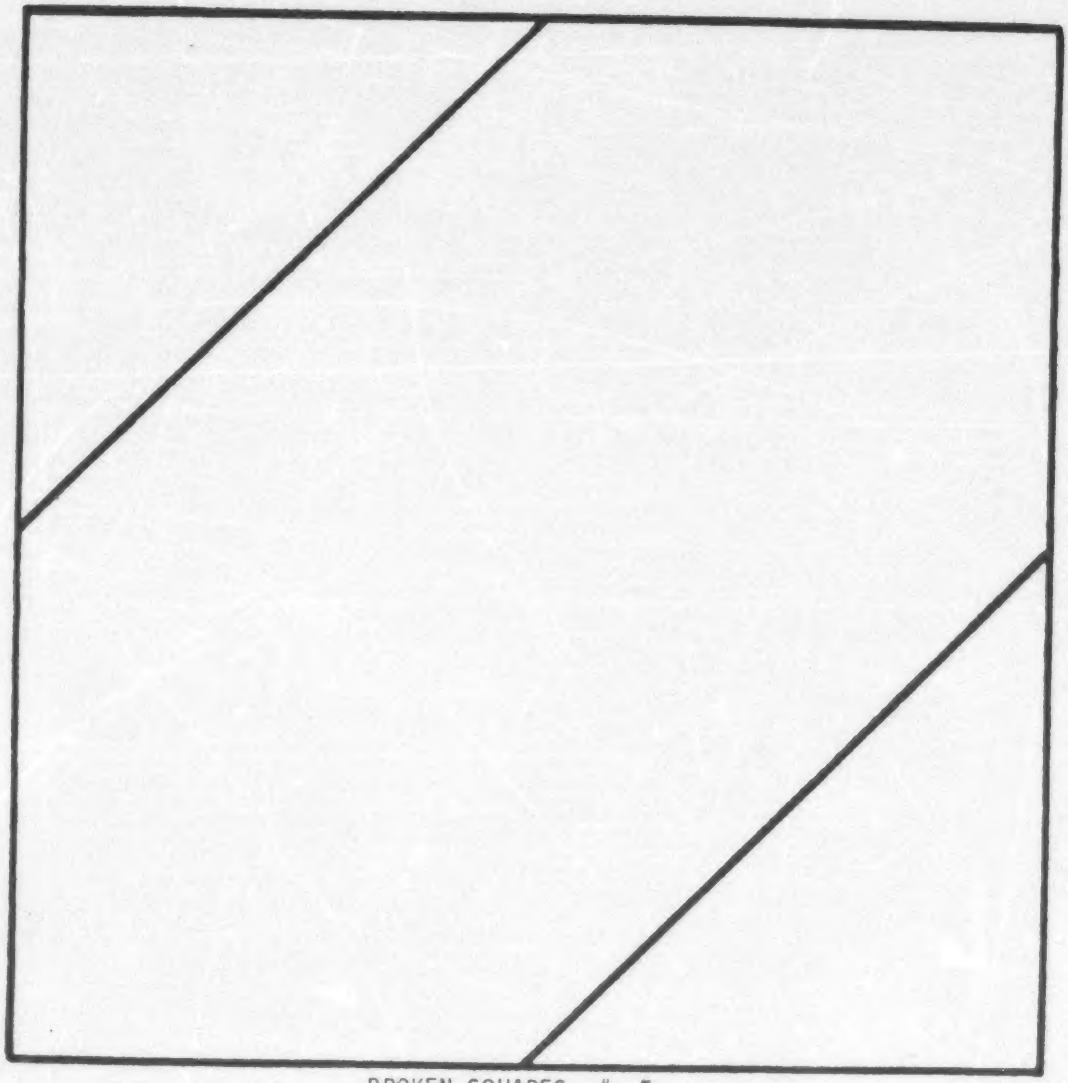

BROKEN SQUARES # 5

Individual Work Attitude Lesson # 6

Adaptability

Purpose:

- To have students analyze their own attitudes toward change (adaptability).
- To remind students that adaptability includes the following behaviors:
  - Adjusting to new/different time schedules, people, or responsibilities
  - Learning quickly
  - Willing to try new procedures and ideas.

Materials:

Adaptability Checklist

Time:

15 - 20 minutes

Activities:

1. If you have a regular routine, seating chart, work groups or whatever, change all of them for today, without telling the students why, and note the students' reactions. Share your impressions of their responses during the discussion after they complete the Adaptability Checklist.
2. Have students complete the Adaptability Checklist.
3. Scoring the Adaptability Checklist

   The "odd" numbered statements represent a positive attitude toward change. The even numbered statements are just the reverse.

   The higher your score, the more favorably you view change and are adaptable to it. Since adaptability is highly valued by employers, it is a trait to be strived for by job seekers and workers.

   If your score was less than 9 you should ask yourself: Why did I respond as I did? Am I willing/interested in changing to become more flexible, and what can I do to increase my adaptability?
4. Discussion questions
   a. How did you rate yourselves? Why? Was this an accurate measure? How could this quality have been better evaluated?

Activities (continued):

b. Do you think this quality is really important for job success? Why or why not.

c. How do you like the "new" class arrangement and routine? Why? How do your reactions to this compare to your own assessment of how adaptable you are to change?

Additional Information/Optional Activities:

1. Toward Better Work Attitudes, p 27
2. Methods and Materials for Teaching Occupational Survival Skills, Chapter: Coping With Change

Adaptability Checklist

Directions:

Using the following scale, respond to each of the statements below as they relate to you. (Respond honestly for most accurate results.)

SCALE: 0= not at all like me
1= sometimes like me
2= usually like me
3= always like me

SCORING:

*A. Add the total of odd number responses _____

*B. Add the total of even number responses _____

Subtract A from B _____

* Maximum score possible is 18

_____ 1. I like to meet new and different people.

_____ 2. I like to stick with what I know rather than try something new that might be better.

_____ 3. I like change in my work.

_____ 4. I like to keep a regular schedule.

_____ 5. I like to learn about new things.

_____ 6. I like to know that something will work out well before I try it.

_____ 7. I wear new fashions/styles of clothes before most people.

_____ 8. I am more a pessimist than an optomist. (I think more of the negative aspects than the positive.)

_____ 9. I would be willing to move to a different state to work.

_____ 10. I really dislike uncertainty.

_____ 11. I am confident in my own abilities to find, hold and succeed in a job I like.

_____ 12. I resent people telling me to do something and then later changing that to something else.

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Individual Work Attitude Lesson # 7

Honesty

Purpose:

- To have students examine how honest they have been with themselves and others during the Work Attitudes lessons.
- To remind students that honesty includes the following behaviors:
  - Being able to admit errors
  - Being truthful
  - Not stealing from the employer
  - Doing your own work
  - Working a full day for a day's pay
  - Arriving for and leaving work on time.

Materials:

Students should have all assignments, charts, etc. which they were required to do for the entire Work Attitudes Unit.

Time:

25 minutes

Activities:

1. Students should review all of their work for the entire Work Attitudes Unit and think about the following questions:
   a. Did they ever not do their own work? How often?
   b. Were they not truthful in some of their responses? How often?
   c. Did they not admit their own mistakes? How often?
   d. How often did they "fake it" or were they not prepared?
2. Discussion
   a. Briefly talk about what the above behaviors would mean if they occurred on the job.
   b. Why do some people behave differently at school and work?
3. Observation and Discussion
   a. Have students observe, at school or work, behaviors of others which they think lack honesty or are dishonest. (No names, please.) Each student should make a list of these behaviors.
   b. Ask for students to share their observations with the class; write them on the board.
   c. Have students estimate the number of people in school or at work who engage in these behaviors.
   d. Estimate the cost in time, products and money involved due to these behaviors.
   e. Ask what the implications of this lack of honesty are for school, work and the students themselves.

Additional Information/Optional Activities

Life Skills Attitudes on the Job, pp 5-15

Toward Better Work Attitudes, pp 16 and 25

Individual Work Attitude Lesson # 8

Work Readiness

Purpose:

- To allow students the opportunity of rating themselves on job attitudes desired by employers.
- To remind students that the most frequently identified attitudes for job success are:
  - Being responsible
  - Being reliable
  - Being punctual
  - Organizing one's work and work area
  - Being attentive
  - Showing respect for authority
  - Working to capacity
  - Producing good quality work
  - Cooperating with workers and bosses
  - Being pleasant and cheerful
  - Adapting to new situations and duties
  - Being honest
  - Being appropriately dressed

Materials:

Work Attitude Rating Sheet

Time:

15 minutes for students

Activities:

1. Have students complete the student side of the Work Attitude Rating Sheet.
2. Have students prepare a brief plan for improving any two work attitudes which they rated themselves as needing improvement. This should be done on a separate sheet of paper. The plans should include the two areas to be improved and two specific ways they can improve their behaviors to become more effective in each of these areas.
3. Have students turn in their Work Attitude Rating Sheet and their improvement plans.
4. Talk to each student individually at the end of the unit and discuss their self ratings and their improvement plans. Share with the student your rating of them. Be positive, honest, and realistic in your discussions.

WORK ATTITUDE RATING SHEET

STUDENT

Directions: Check the appropriate box for each characteristic as you think it applies to you.

Work Attitude	RATING		
	Good	OK	Needs Improvement
1. Responsibility			
2. Reliability			
3. Punctuality			
4. Organized			
5. Attentiveness			
6. Respect for Authority			
7. Works to Capacity			
8. Work is of good Quality			
9. Cooperation			
10. Pleasantness and Cheerfulness			
11. Adaptability			
12. Honesty			
13. Appropriate Personal Appearance			

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TEACHER

Directions: Check the appropriate box for each characteristic as it applies to your student.

Work Attitude	RATING		
	Good	OK	Needs Improvement
1. Responsibility			
2. Reliability			
3. Punctuality			
4. Organized			
5. Attentiveness			
6. Respect for Authority			
7. Works to Capacity			
8. Work is of good Quality			
9. Cooperation			
10. Pleasantness and Cheerfulness			
11. Adaptability			
12. Honesty			
13. Appropriate Personal Appearance			

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